DOCUMENT RESUME

ED 223 279 JC 820 516

TITLE Plan for Obtaining Community College Transfer Student Information.
INSTITUTION California State Postsecondary Education Commission, Sacramento.
PUB DATE 18 Feb 80
NOTE 56p.; For related document, see JC 820 517.
PUB TYPE Reports - Descriptive (141) -- Statistical Data (110)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Achievement; Academic Persistence; Admission Criteria; Articulation (Education); *College Transfer Students; Community Colleges; Data Collection; Eligibility; Enrollment Trends; Postsecondary Education; *Research Problems; State Surveys; State Universities; *Statewide Planning; Student Characteristics; *Terminal Students; Transfer Programs
IDENTIFIERS *California

ABSTRACT

In response to a request from the California state legislature, a plan is proposed for obtaining information on the number of community college students eligible to transfer to the University of California and the California State University; the characteristics of those students who do and do not transfer; and the persistence and performance of transfer students. First, data on student transfers from earlier studies and the assumptions underlying the plan are outlined. The subsequent sections detail the conditions of eligibility to enter California universities as a freshman or transfer student; indicate the areas in which information on eligibility is not available; and present a plan for obtaining information from high school and community college records. Next, a comparison is provided of students who do and do not transfer on the basis of results of a 1978 survey, and a plan for developing a profile of community college transfer students is presented. The next section discusses persistence and performance rates of transfer students, difficulties in obtaining information on students who drop out within a year, and the problems of comparing transfer and native four-year college students. In addition, programs instituted in the universities to provide information on transfer students to the community colleges are examined. Finally, after a timetable for the plan's implementation is presented, solutions proposed to overcome barriers to transfer are summarized. Appendices provide detailed student transfer information. (HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED223279

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
E. Testa

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
X Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

BRIEF

Tab 6: Item B
February 18, 1980

Agenda Title: Plan for Obtaining Community College Transfer Student Information

Action Item

Summary:

Budget language adopted by the Legislature during the 1979 session requested the Commission, in cooperation with the public and private segments of higher education, to develop plans for obtaining information about (1) numbers of Community College students who would be eligible to transfer to the University of California and the California State University and Colleges, (2) the characteristics of those who do and do not transfer, and (3) the persistence and performance of the transfer students, compared with those who entered the systems as freshmen. The plan was also to include reporting dates for its implementation and recommendations for removing any barriers to transfer. Commission staff has worked with staff in the segments in developing the plan, which has been reviewed by the Commission's intersegmental Task Force on Admissions and Articulation.

In May 1979 the Commission received a plan, Increasing the Rate and Retention of Community College Transfers from Underrepresented Groups, which was prepared for the Legislature by joint actions of the three public segments, and approved Commission staff comments which had been requested by the Legislature. The two plans are related in their intent to improve access to baccalaureate education through the Community Colleges, and indicative of continuing legislative interest in the transfer function.

The Policy Evaluation Committee approved the plan at its January 20 meeting for transmittal to the full Commission for action.

Recommended Action:

Adoption of the proposed resolution.

VC 820 516

Proposed Resolution

Approving a Plan for Obtaining Community College Transfer Student Information

WHEREAS, The Legislature requested in budget language adopted during the 1979 session that the California Postsecondary Education Commission develop a plan for obtaining certain kinds of information about Community College transfer students, and

WHEREAS, The Commission has developed such a plan with the cooperation of the public and private segments of higher education, as requested by the Legislature; now, therefore, be it

RESOLVED, That the California Postsecondary Education Commission approves the plan for transmission to the Legislature.

PLAN FOR OBTAINING COMMUNITY COLLEGE TRANSFER STUDENT INFORMATION

OVERVIEW

Budget languages adopted during the 1979 session of the Legislature contained the following request:

> The California Postsecondary Education Commission, in cooperation with the public and private segments of higher education, shall develop plans for (1) estimating the number of community college students who would be eligible for transfer to the University of California and the California State University and Colleges, (2) describing those who do and do not transfer in terms of sex, age, racial/ethnic group, and EOP/S status, and (3) reporting on the persistence and performance of the transfer students, in comparison with those who entered the systems as freshmen. The plan is to be reported to the Joint Legislative Budget Committee on January 1, 1980, and shall include a reporting date for the results of implementing the plan and recommendations for modifying or removing any barriers to reduce the transfer capability of community college students.

This report sets forth segmental plans for obtaining the information requested by the Legislature, together with dates for reporting such information.

A year earlier, in 1978, the State Budget Act had directed the three public segments to report jointly to the Legislature and the Commission on segmental efforts to increase the rate and retention of minority, low-income, women, and handicapped Community College students who transferred to four-year institutions. In addition, the Community Colleges were asked to make a specific proposal for helping the University and the State University by identifying underrepresented students who could potentially transfer to four-year institutions. That report was submitted to the Commission for comment in May 1979; Commission staff comments were approved in July for transmission to the Legislature as requested in the Budget Act. No further actions were called for, once the report and the Commission's comments were forwarded to the Legislature.

The request made by the 1979 Legislature is broader than the previous request in that it pertains to all types of Community College students who might transfer to four-year institutions. The request appears to have arisen out of legislative concerns about declining numbers of Community College transfer students and the lack of evidence concerning their performance and persistence after

transfer. Commission studies completed in 1976 1/, 1978 2/, and 1979 3/ show quite clearly that:

1. Fewer than one out of ten Community College students are now completing associate degree programs or transferring to four-year institutions, or both;

2. About half persist for at least two consecutive terms in the same Community College;

3. Students who enroll in Community Colleges soon after graduation from high school are more likely to be enrolled full time and have higher rates of persistence and transfer than older students who are usually enrolled part time;

4. The performance of Community College students after transfer who persist for one year is satisfactory, in terms of both the small percentages with grade-point averages below C and the small differential between their Community College and post-transfer averages; however, performance data were unavailable for students who dropped out shortly after transfer and incomplete for others;

5. Probability of transfer is highly related to proximity to a campus of a four-year institution, particularly a State University campus; and

6. Numbers of Community College students tranferring to the University and the State University have been declining since the early 1970s, although enrollments of recent high school graduates were still increasing slightly a few years before transfer from Community Colleges would have occurred.

The Open Door report published by the Commission in 1976 was requested by the Legislature in the early 1970s, when it became apparent that very little information was available to describe the growing numbers of Community College students who were not in degree or transfer programs. At about that time, Community College personnel and others became concerned about the lack of procedures for the systematic reporting of information about their students who transferred to the University and the State University. The statewide reports which the University had been providing to the Community Colleges over a long period of time were suspended for two years because of uncertainties related to interpretations of the law governing the privacy of student records. The University resumed its reports to the Community Colleges in 1978, with data provided for 1976 and 1977 as well. The State University was simply unable to cope with the complexities of statewide reporting for a nineteen-campus system to which more than fifty thousand Community College

students transferred each year. The State University is now proposing annual reports on the performance on freshmen and transfer students who persist into their second year.

An intersegmental Task Force on Admissions and Articulation was established in 1979, to be advisory to Commission staff on problems related to admission, the flow of students from high school to and through college, and related matters. The development of better transfer student information has been one of the Task Force's primary concerns. Thus, when budget language was adopted which asked the Commission to develop plans for obtaining such information, members of the Task Force were asked for advice and assistance at various stages of development of the plans. Most of the data to be produced by the plan will in fact be supplied by the segments from their segmental data bases or campus sources. While the Commission has had primary responsibility for developing the plan, in consultation with the segments, the success of its implementation will depend greatly on the segments' ability to provide the information called for, in accordance with the proposed timetable.

Assumptions Underlying the Plan

The primary assumption on which the plan was based was that the data to be provided by the segments would not be conditional on new State funding for their information systems. This assumption does not imply that no additional expense will be incurred in obtaining the information, but that the plan will be executed essentially within existing resources. Thus, the information to be attained will fall short of what was sought by the Legislature, at least in the immediate future.

The present limitations and future plans of the Community Colleges for segmental data base development were set forth in detail in the joint segmental report to the Legislature in 1979, Increasing the Rate and Retention of Community College Transfers from Underrepresented Groups.

In a memorandum from the Chancellor's Office, dated December 11, 1979, concerning Community College participation in the plan to study transfer rates, the following commitment was made:

> . . .some of the questions posited in the budget language which mandated this study plan can be fully and accurately answered in future years only if there is significant development in the state level information system maintained by the Chancellor's Office. We would like for the plan to acknowledge that its [the Chancellor's Office] long-range goal is the development of that capacity over the next

four-to-five years. At the same time, we are mindful of the probability that the development of that capacity would require an expenditure of human and fiscal resources, in the districts and the Chancellor's Office, that might seem staggering to many policy-makers and to the public. We also believe that justification of such an expenditure must indicate consideration of other Board commitments in the area of accountability. For these reasons, we would prefer that the plan indicate that the Chancellor's Office will conduct a cost and time study of the required developments of the information system as a part of the short-range efforts of the plan.

In the interim, the Community Colleges will attempt to provide estimates based on samples of student records, and approximations derived from different data sets, where possible.

The segmental data bases for the University and the State University lend themselves somewhat better than that of the Community Colleges to obtaining the information requested by the Legislature, largely because of the differences in the questions to which each segment must respond. However, in most instances the information to be provided will be less precise than desired, since the segmental data bases have been developed for purposes of enrollment reporting and student accounting, rather than studies of student persistence and performance.

ELIGIBILITY TO TRANSFER

Background

Community College students become eligible for admission to the University and the State University in a variety of ways. Some are eligible for freshman admission when they graduate from high school and remain eligible if they maintain a Community College grade-point average (GPA) of at least 2.0 (C). Another large group becomes eligible as a result of completing at least 56 units of transferable credit in the Community Colleges with a GPA of at least 2.4 for the University, and at least 2.0 for the State University. In addition, Community College students qualifying for transfer to the University may have to remove subject matter deficiencies incurred in high school.

Between the extremes of eligibility--at the time of high school graduation, and after completing nearly two years in a Community College--unknown numbers of Community College students attain eligibility to transfer in still other ways. High school graduates

with good grades and test scores but one or more subject matter deficiencies in the University's required A-to-F pattern may transfer at any time after removing such deficiencies by completing appropriate Community College courses with satisfactory grades. Still another group of potential transfers includes students who transferred into the Community Colleges from a wide range of four-year institutions, and for a variety of reasons. Determination of their eligibility to transfer to the University or the State University is complex as a result of their having attended different types of institutions, and will not be attempted under the current plan. Finally, the Community Colleges enroll a very large number of older, part-time students, relatively few of whom have transferred to four-year institutions in the 1970s to complete baccalaureate degree programs. Determining their eligibility to transfer is somewhat problematic since they may not be pursuing an organized sequence of courses.

Eligibility for admission to independent colleges and universities is less amenable to analysis than is the case with public institutions, which have published, objective standards for both freshman and transfer admission, and a commitment to admit all eligible applicants. Information furnished by the Association of Independent California Colleges and Universities indicated that nearly 75 percent of the Community College transfer students who applied to its member institutions were offered admission, and that 58 percent of those chose to enroll. Furthermore, a survey in Fall 1978 of thirty-nine institutions which offer the bachelor's degree showed that a total of 8,066 Community College transfer students were enrolled at that time, an unknown percentage of whom were continuing students.

Limitations on Obtaining Information

Eligibility as Freshmen

Most applicants for freshman admission to the University and the State University must present scores on the SAT or the ACT, for use in computing an "eligibility index" based on a combination of test scores and high school grades. However, applicants with a grade-point average of 3.2 and above (B+) are not required to file test scores as part of the State University admissions process. Other high school graduates must file SAT or ACT scores in order to be considered for admission to either segment. Students who enroll in a California Community College are not required to take the SAT or the ACT and relatively few do so. The minority for whom such scores are available do not constitute a random (or representative) sample of Community College freshmen from which to generalize about the number

or percentage of Community College students who would have been eligible for freshman admission to the University or the State University. No one would seriously propose that all Community College freshmen be required to take the SAT or the ACT for research purposes, to find out how many would have been theoretically eligible for University or State University admission as freshmen.

The University also requires freshman applicants to have completed a prescribed program of high school courses, called the A-to-F pattern. The pattern now involves ten or eleven units of year-long courses which must be completed with a grade of at least C. Courses accepted as meeting the subject requirement must appear on a list certified by the high school principal and filed with the University. Students with a GPA of at least 3.30 in the A-to-F courses taken in grades 10 through 12 are eligible regardless of their test scores, while those with a GPA below 2.78 are ineligible. High school transcripts submitted to Community Colleges do not normally bear certification by the high school principal that particular courses meet University subject requirements.

Eligibility as Transfers

Many Community College students become eligible to transfer to the University or the State University as a result of their enrollment in transfer courses and achievement of a GPA of C or better in such courses. The Community Colleges do not have the information in their segmental data base which would be needed to make an accurate determination of the eligibility of individual students to transfer. The basic problem of the student data bases for all segments is that they are limited for the most part to students who are currently enrolled, and to the past achievement of such students (units attempted and earned, and grade-point averages). Students who have graduated, transferred, or left the college for other reasons are no longer in the segmental data base, and there is no record of their final achievement at the State level which could be used in determining eligibility to transfer. A further limitation in the segmental data base is related to the timing of its development, that is, data are usually entered for students who are enrolled in the fall term, with no updating of information during the year. Therefore, estimates of probable eligibility for transfer have to be made on the basis of incomplete data which do not include the last term(s) of the students' enrollment before leaving the Community College.

Other shortcomings of the segmental data base, for purposes of determining eligibility to transfer, are the absence of course-specific information, to use in distinguishing between transferable and other courses, and grade-point data for transferable courses. It

appears that analysis of individual Community College student transcripts may be the only way to make a reliable determination of eligibility to transfer. However, such an approach would be costly in terms of both obtaining and analyzing transcripts.

What is Now Known

It has not been possible to estimate the number of Community College students who would have qualified for admission to the University or State University as freshmen on the basis of their high school records. However, based on University statistics for Fall 1977, 45 percent of the Community College students who transferred could have attended the University as freshmen, while 55 percent would not have been eligible because of subject deficiencies or poor grades in high school, or both. Furthermore, a University survey of a sample of high schools in 1975, drawn from a larger sample used in the Commission's 1976 Eligibility Study, indicated that 23 percent of the University-eligible high school graduates and 47 percent of the State University-eligible high school graduates had enrolled in a Community College, together with 53 percent of the graduates who were eligible for neither at the time of high school graduation. 4/

Two other findings from the Commission's Eligibility Study have implications for the plan to obtain information about the eligibility of Community College students for transfer. 5/ The first is the finding that more than 70 percent of the sample found eligible for freshman admission to the State University had earned high school GPAs of at least 3.2, and were thus eligible regardless of their SAT or ACT test scores. The analysis of University eligibility, on the other hand, showed that fewer than 25 percent of the sample had satisfied the A-to-F pattern requirement. Thus, a large majority of the high school graduates were ineligible for regular admission, regardless of test scores and grades earned.

Possession of an associate degree is not a requirement for transfer to the University or the State University. Some Community College students who have earned the degree are not eligible to transfer because they were enrolled in programs from which little credit could be transferred, or had too few units of transfer credit or a grade-point average below that required for transfer, or both. At the same time, Community College students may--and often do--transfer with fewer than the number of credits required for the associate degree. In a recent Commission study, about one-third of the transfer students to the University and the State University had earned an associate degree before transfer, while 20 percent had enrolled for only one term or irregularly in the Community Colleges before transferring. 6/ The same study showed that about half of the students who received an associate degree within three years after

entering a Community College transferred within a short period of time after graduation.

Finally, the number and types of associate degrees granted per year provides a very rough indicator of persistence in the Community Colleges on the part of students most likely to transfer. The Community Colleges awarded 63,718 associate degrees during 1977-78. 7/ About half were in the arts and sciences, or general, and half in the technologies--business and commerce, 18 percent; health and paramedical, 10 percent; public service, 10 percent; and other technologies, 4 percent. Transfer students may have had a major in one of the technologies, particularly those who transferred to the State University. However, it is estimated that about two-thirds of the transfer students have not been awarded associate degrees before transfer.

Plan for Obtaining Information: Eligibility for Transfer

On the Basis of the High School Record

A sample of high school transcripts will be obtained for students enrolling in Community Colleges as first-time freshmen, limited to recent California high school graduates who are full-time Community College students. The transcripts will be analyzed for the purpose of obtaining rough estimates of the numbers and percentages of Community College students who might have been eligible to enter the University or the State University, or both, as freshmen. Eligibility for freshman admission to the University and the State University will be estimated for Community College students solely on the basis of high school courses and grades, without reference to test scores, for the reasons already stated.

- For the University, transcripts will be inspected to identify students who appear to have satisfied the A-to-F subject pattern. For this group of students, grade-point averages will be computed for such courses taken in grades 10 through 12, and numbers of students in various ranges of grade-point averages above 2.77 will be tabulated. Estimates of the percentages "eligible" in each range will be made, based on the University's experience with the eligibility index involving both test scores and grade-point averages.

- For the State University, the grade-point average for all courses taken in grades 10 through 12 will be used to estimate eligibility. Numbers of students in various ranges of grade-point average at and above 2.0 will be tabulated, through 3.2 and above (where students are clearly eligible). Rank in class,

where available, will also be used in judging eligibility, with those in the upper one-third estimated to be eligible. Eligibility of the remaining students will be estimated on the basis of the State University's experience with the eligibility index.

On the Basis of the Community College Record

The following has been proposed by the Chancellor's Office for the Community Colleges, in a memorandum dated December 11, 1979:

> This brief summarizes a technique for estimating the number of potential transfer students enrolled, at any given time, in California Community Colleges. Actual estimates will rely on data from files within the Chancellor's Office data base containing demographics and workload information for samples of (a) all students and (b) EOPS students. These data will be supplemented by data from a Fall 1978 survey of 1,200 students enrolled in a stratified sample of two dozen districts.
>
> Utilizing certain basic criteria, it should be possible to estimate the approximate number of students "emerging" from community colleges in the Spring of 1979 who were (a) eligible and interested or (b) eligible but not interested in transferring to continue their undergraduate work. These figures can be compared with those who actually transferred in the Fall 1979 to the University (UC) or State University and Colleges (CSUC). Figures may also be compared to other community college enrollment data in order to assess the internal efficiency of college "production." Estimates will include not only numbers but also attempt to describe the demographics (sex, age, race/ethnicity, etc.) and status of students. Similar estimates may be possible for earlier years.
>
> Criteria for eligibility will include the extent of work taken (number of units completed) and performance (grade-point average) in lower division. Application of these criteria will distinguish between those eligible for both UC and CSUC as opposed to those eligible only for CSUC. The factor of motivation should be added to this consideration since a number of students may, for a variety of reasons, not be interested in transferring to UC or CSUC even though eligible to do so. Also of policy importance (but derived from data sources other than those described above) is the distinction between those now eligible and (a) who were or (b) who were not eligible for UC or CSUC at the time of their high school graduation.

These three simple dichotomies (present eligibility, past eligibility, and intention/motivation) produce eight subsets of potential transfer students. (See illustrative Venn diagrams in Figure 1.) Limits to policy application, data problems, and caveats relative to applying eligibility criteria all suggest that the number of such subsets be kept to a minimum.

[The next paragraph in the memorandum notes limitations in the data which have already been discussed.]

Using a few very gross measures, we hypothesize that approximately 1,100,000 students completing the spring term 1979, at least 900,000 were clearly not eligible for transfer to either UC or CSUC. A portion of the remaining 200,000 students were eligible, however, and only a portion of these students intended to transfer. By contrast, about 50,000 actually did transfer. The above methodology will attempt to bring greater precision to such gross figures.

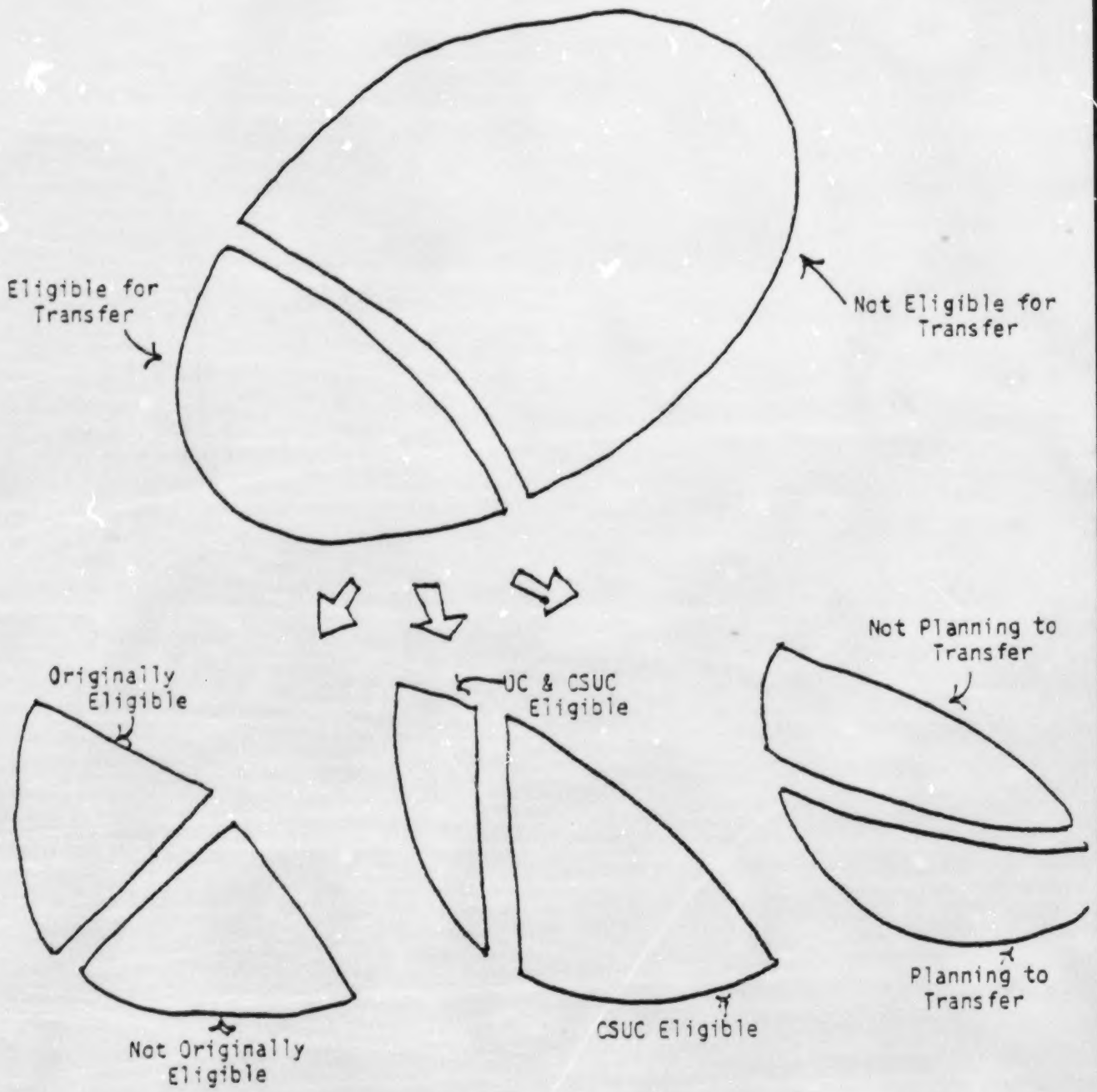
COMPARISONS OF STUDENTS WHO DO AND DO NOT TRANSFER

Background

Relatively little is known about the characteristics of students who do not transfer to the University and State University, compared with those who do. Students who are eligible to transfer but do not have not been identified to date. Many of them probably have educational and occupational objectives which do not require that they obtain a bachelor's degree. A large majority of the Community College students are older, enrolled part time, and are employed or have family responsibilities, or both, which tend to preclude continuation of their education beyond the Community Colleges. Little is known about their motivation to pursue a bachelor's degree, if they did not have such constraints. The State University enrolls a significantly larger number of Community College transfers than the University, a majority of whom enroll in a campus near the Community College they attended. Still, nearly one hundred thousand Community College students do not have a State University campus within commuting distance, and have a low rate of transfer. Statistics on the flow of transfer students from Community Colleges to the University and the State University are displayed in Appendix A, in selected tables from the Commission report, College-Going Rates in California: Fall 1978 Update.

FIGURE 1

POSSIBLE SUBSETS FOR USE IN
ESTIMATING POTENTIAL TRANSFER STUDENTS
COMMUNITY COLLEGES



In a recent Commission followup study of about 35,000 students in 32 Community Colleges, an attempt was made to compare students who transferred to the University and the State University with the total sample of students who enrolled for the first time in Community Colleges in Fall 1972. 8/ A few of the major findings were that (1) the transfer students were younger than the total sample of Community College students, and those who transferred to the University were, on the average, younger than those who transferred to the State University; (2) the percentage of male transfers was significantly larger than the percentage of females, and the difference was larger than in the total sample; (3) the percentages of Black and Chicanos in the transfer groups were smaller than the percentages among full-time students in the total sample; and (4) students who earned an associate degree had a significantly higher probability of transferring than those who did not get degrees.

Plan for Obtaining Information

A profile of Community College students who transfer to the University and enroll for the fall term will be constructed by that segment. The profile will contain at least the following variables: sex, age, ethnicity, EOP status at the University, and basis for admission (regular or special action, and eligible or ineligible on the basis of high school records).

In the case of the State University, the profile of Community College transfer students enrolling in the fall term will be constructed from information in that segment's data base. The profile will contain at least the following variables: sex, age, ethnicity, EOP status at the State University, student level, and discipline (for students transferring at the upper-division level).

The Chancellor's Office for the Community Colleges will construct a profile of the students most likely to transfer from its segmental data base, for use in making comparisons with profiles of those who actually transfer, using the technique described on pages 9 and 10.

PERSISTENCE AND PERFORMANCE OF TRANSFER STUDENTS

Background

To a considerable extent, the Community Colleges' reputation as an equal partner in California public higher education with the University and the State University was due to the record made by their transfer students. The 1960 Master Plan for Higher Education in California gave the Community Colleges major responsibility for

providing access to lower-division education to all interested California residents, regardless of their prior educational preparation. The planners expected the Community Colleges to prepare for transfer both those who might have enrolled in the University or the State University as freshmen under other conditions, and those who would have been ineligible when they graduated from high school. Their confidence in the Community Colleges stemmed from past experience in which transfer students had earned good scholastic records in both the University and the State University.

The University suspended its statewide reporting system on the performance of Community College transfer students for two years because of legislation protecting the privacy of student records, which had been an important part of the reporting system in the past. In December 1978, the University reinstituted a statewide system of reporting to Community Colleges, including reports for the two missing years, and now provides campus and University-wide summaries of the performance of students during the first year after transfer. The performance of transfer students who were theoretically eligible for University admission when they graduated from high school is compared with that of students who were not, in relation to the grade-point averages they earned in the Community Colleges. Percentages of transfers with University averages below C, and at B and above, are also provided for each campus and statewide. A "Joint Administration-Academic Senate Task Force on Academic Preparation in California High Schools and Community Colleges" had studied the problems of the University providing such information following its appointment in February 1978, and made its final report during the summer of 1978. The University is continuing to seek ways to improve its reporting to high schools and Community Colleges, while protecting student privacy.

The State University has not been able in the past to provide statewide information to the Community Colleges, like that provided by the University. However, individual campuses of the State University have developed regional reporting systems for many parts of the State, with performance reports prepared for Community Colleges from which most of their transfer students flow. The State University has not yet summarized the regional reports or aggregated the information into a statewide report. However, the Division of Institutional Research in the State University Office of the Chancellor released a report in May 1979 which presented a considerable amount of information about the persistence of Community College transfer students who first enrolled in the State University in Fall 1975, together with first-time freshmen who entered in Fall 1973. 9/ Continuation and graduation rates were computed through 1977-78, three years after the transfer students first enrolled. The lack of information about student performance--

grade-point averages and probation or dismissal actions--is a major gap in the study, since no assumptions can be made about the academic standing of transfer students who withdrew before graduation.

Comparisons of transfer and "native" students--those who entered the institution as first-time freshmen--are difficult to justify because the groups being compared are seldom comparable. Studies yielding such comparisons may be designed in at least three ways: (1) long-term followup of matched student groups entering Community Colleges and four-year institutions as freshmen, (2) analysis of native and transfer students who received baccalaureate degrees at a particular point in time, and (3) comparison of students who transferred at the junior level with a group of native students at that level at the same point in time. A major issue in making such comparisons is the need to insure that students in the native and transfer groups are adequately matched with respect to both personal and academic characteristics--for example, academic ability and choice of major. Comparisons of grade-point averages earned by native and transfer students may be largely invalid because of differences between the Community College and the four-year institution in average level of ability in the two groups, the "transfer shock" experienced by many students who transfer between any types of institutions, and differences in grading policies and practices. On the other hand, comparisons of persistence rates in the upper division and time (or units, or both) required to graduate may be important for native and transfer students with the same majors, on the assumption that the groups should not differ significantly with respect to these measures.

Limitations on Obtaining Information

Transfer Student Information

Both the University and the State University will be able to report grade-point averages for students who complete one year of study after transfer, but have no information in their segmental data bases concerning the performance of students who drop out during the year (or at the end of the year, in the case of the State University).

There appears to be little likelihood that statewide performance data for dropouts can be retrieved at this time, although campuses may be able to furnish information to the Community Colleges from which the students transferred. In any case, the number and percentage of transfer students who drop out with poor or failing grades are important pieces of information for evaluating transfer student performance.

A major limitation in the University and the State University reporting systems is the lack of provision for analyzing transfer student persistence beyond the first year, to the attainment of a baccalaureate degree. The State University study, Those Who Stay - Phase II, reports persistence and graduation rates for one entering group of transfer students, but does not follow them beyond the fall term of the third year after transfer. Plans are being made to follow native and transfer students on a continuing basis, at intervals as data become available. The University has expressed its intent to conduct longitudinal studies when its new corporate data base is in place.

Native/Transfer Student Comparisons

As noted earlier, a major barrier to obtaining comparison data is the lack of a good, operational definition of an appropriate native student group to use in making comparisons with transfer students. Ideally, groups would be matched on a series of personal and academic characteristics prior to comparing their persistence, grade-point averages, and time and units required to obtain a baccalaureate degree. Information in segmental data bases is not sufficiently complete or precise to allow such matching of native and transfer students and, when it has been attempted for research purposes, relatively few matches could be found. Community College students who transfer, particularly to the University, may differ as a group from their counterparts who enrolled in four-year institutions as freshmen in terms of scholastic aptitude, personality characteristics, and interests, even though they qualified for University admission on the basis of their high school records.

Gross measures can be obtained for use in comparing native and transfer students--for example, grade-point averages and graduation rates. In the absence of carefully matched groups, however, interpretation of differences between the groups must be made with a great deal of caution.

What Is Known Now

The most recent University report to the Community Colleges, for transfer students in Fall 1977, showed that those who would have been eligible for University admission upon high school graduation earned a mean grade-point average of 3.35 (B+) before transfer, and a mean University average of 2.88 (B-) during their first year in the University, for a differential of -.47 or less than half a grade-point. Those who became eligible for University admission as transfer students by attending Community Colleges had a mean average of 3.10 before transfer and a mean University average of 2.63 for

their first year, also with a differential of -.47. Based on University statistics, it is estimated that 55 percent of the transfer group would have been ineligible for University admission as freshmen when they graduated from high school, because of subject deficiencies or poor grades, or both. The remainder of the transfer group--45 percent--could have enrolled in the University as freshmen. The summary report also showed that 35 percent of the transfer students earned a grade-point average of 3.00 (B) or better during their first year at the University, while 15 percent had averages below C (1.99 or below) for the same period. Examples of summary reports to individual Community Colleges are included in Appendix B, together with selected summary tables.

Persistence and graduation rates for one class of native and transfer students are given in the State University report, Those Who Stay - Phase II. About one-third of the Community College transfer students graduated within three years from the State University campus on which they originally enrolled in Fall 1975, and an additional 1 percent graduated from another State University campus within the same period. One-fourth of the transfer students were still enrolled on a State University campus the following fall, 85 percent of whom were on the campus of original enrollment three years earlier. Since nearly 40 percent of the Community College students transferred at the lower-division level, the number of graduates might be expected to increase significantly during the year following the completion of the study.

Graduation rates were also computed for native and transfer students who graduated from high school in 1973 and were attending the State University in Fall 1975, having either entered as freshmen in Fall 1973 or transferred from a Community College in Fall 1975. The graduation rate through 1977-78 was .50 for native students and .47 for transfers. The graduation rates were higher for women then men in each group--specifically, .53 for native and .50 for transfer women, compared with .46 for native and .43 for transfer males. Selected tables from the State University report are included in Appendix C.

Plan for Obtaining Information

Transfer Student Performance

The University will continue its program of reporting to the Community Colleges on the performance of their transfer students which it instituted last year, while refining and improving the process. Sample college and summary reports for last year are shown in Appendix B. Refinements will include information about

persistence beyond the first year, including time required to earn a baccalaureate degree.

The State University is proposing a uniform, statewide program of reporting to the Community Colleges similar to that of the University. A sample of the proposed format is contained in Appendix D. Two differences between the programs are:

1. The State University will not produce separate performance reports for students who were eligible and ineligible for freshman admission on the basis of their high school records, as is done by the University; and

2. The State University data will be for transfer students who were still enrolled in the fall term of the year after they transferred, while the University performance data are for students who completed the first year after transfer, some of whom would not be enrolled in the following fall term.

Both University and State University reports are limited with respect to providing information about transfer students who do not persist to the end of their first year (or the beginning of the second, in the case of the State University), in time to be useful in preparing this plan. The State University plans to report numbers of regularly admitted students who persist into the second year. Performance of those students admitted as exceptions will be summarized in a similar but separate report. State University campuses are also being asked to work with Community Colleges from which most of their transfer students flow in an effort to provide information about the performance of students who do not persist into the second year. University reports at present do not contain numbers of students who withdraw during or at the end of their first year. Refinement of the present reporting system should make it possible to obtain such information, although performance data will not become available for the non-persisting students.

Native/Transfer Student Comparisons

The University is planning longitudinal studies which will yield comparisons of native and transfer students, to be initiated when its corporate data system is in place in Fall 1980. Data should become available in time for comparison studies for the 1982-83 or 1983-84 transfer class, in terms of units completed; grade-point averages (including grade-point averages within specific ranges); and persistence beyond the first year, including time required to earn a baccalaureate degree.

The State University is planning to follow native and transfer students on a continuing basis, along the lines of analysis performed in its recent longitudinal study, Those Who Stay - Phase II.

INFORMATION FROM INDEPENDENT COLLEGES AND UNIVERSITIES

Information about policies, practices, and volume of transfer students from Community Colleges to independent colleges and universities was furnished by John R. Thelin, Assistant Director, Association of Independent California Colleges and Universities, in a memorandum dated December 5, 1979, which appears as Appendix E.

TIMETABLE FOR IMPLEMENTING THE PLAN

Eligibility as Freshmen

High school transcripts for a sample of recent high school graduates enrolled as first-time freshmen in the Community Colleges in fall 1980 will be analyzed to obtain an estimate of the number and percent who theoretically are eligible for admission to the University and the State University on the basis of their high school records.

Eligibility as Transfers

An estimate of the number of potential transfer students enrolled in the Community Colleges will be made in spring 1981, using the techniques described in the memorandum of December 11, 1979, from the Chancellor's Office of the Community Colleges.

Profiles of Students Who Do and Do Not Transfer

The University and the State University will construct profiles of students who transfer from the Community Colleges, beginning with those enrolling for the first time in the Fall Term of 1980. The Community Colleges will construct a profile of potential transfer students, as well as estimate their numbers, for use in making comparisons with the profiles of those who transfer.

Transfer Student Performance

The University will continue to produce an annual report to the Community Colleges similar to the one distributed in December 1978. The second report in the current series is planned for February 1980.

The State University will begin distribution of a series of similar reports in the spring of 1981, the first of which will describe the performance of students who transferred in the 1979 Fall Term and were still enrolled a year later.

Native/Transfer Student Comparisons

The University expects to be able to undertake longitudinal studies for the 1982-83 or 1983-84 class of transfer students, the results of which will be useful in making native/transfer student comparisons. The State University completed a native/transfer student comparison study in May 1979, for classes entering as freshmen in the 1973 Fall Term and as transfer students in the 1975 Fall Term. It plans to continue and expand its longitudinal data collection and analysis as additional data become available.

BARRIERS TO TRANSFER AND PROPOSED SOLUTIONS

In the joint segmental report to the Legislature, Increasing the Rate and Retention of Community College Transfers from Underrepresented Groups, a good deal of attention was given to barriers to transfer and proposed solutions in the areas of outreach, admissions, financial aid, and support services. The latter include, in addition to EOP/S, academic, career/vocational, and personal counseling; programs and services for students with disabilities; women's centers; tutorials and learning skills/assistance centers; child care centers; and health services. Several problems or barriers which were identified by the segments and summarized in the Commission staff comments on the report were: 10/

> The identification of potential transfer students was the first problem to be addressed in the report. The segments agreed that early identification of, and academic advisement and support services for prospective transfer students deserved greater attention.
>
> Administrative procedures constituted another problem area. Forms, regulations, calendars, requirements, standards, and criteria, particularly in the areas of admissions and financial aid, were believed to constitute barriers for some potential transfer students. Communication and articulation between the segments about such procedures were viewed as part of the problem. There was a feeling that some procedures and criteria were not wholly appropriate for the underrepresented groups.

More specific problems cited in the report relate to (1) women, whose degree of underrepresentation varies among academic disciplines and ethnic groups; (2) EOPS transfer students, whose need for transitional services needs to be improved and whose understanding of special admissions and other programs may be poor; and (3) attitudes and expectations, about special programs in general and about students with disabilities in particular. Finally, the segments noted that support services lend themselves less readily to intersegmental cooperation than do other areas dealt with in the report, since students do not receive those services until they are on the campus. Mention was also made of the limited amount of coordination of support services and programs which now takes place on various campuses, and the inadequacy of orientation and academic advising programs for Community College transfer students.

Summary of Proposed Solutions

The following summary of recommendations for overcoming the barriers to transfer identified in the joint segmental report was also prepared by Commission staff as part of its comments to the Legislature: 11/

> In order to do a better job of identifying potential transfer students from underrepresented groups, the Chancellor of the California Community Colleges plans to:
>
> 1. Commit resources in 1979-81 to expand significantly the Community College information systems in order to assess accurately the extent of potential transfers, through a joint statewide and district system to implement the identification of individuals who should be encouraged to transfer [page 8];
>
> 2. Identify and provide staff and fiscal resources to direct a concerted professional development effort among Community College counselors and faculty, aimed at improving the rate and retention of transfers from underrepresented groups, with priority for funding under both the EOPS Special Projects fund and the AB 77 (Handicapped) Program Development fund [page 8];
>
> 3. Cooperate with the Commission in the development of statewide community advisement centers [page 9]; and

4. Identify funding sources which would permit intersegmental cooperation and innovation in identifying and recruiting potential transfer students [page 9].

Outreach

A total of seventeen proposals have been made by the three segments to improve outreach, defined as activities which attract the attention and interest of potential students, while offering comprehensive information, for example, about opportunities for postsecondary education, admission requirements, and academic preparation needed for careers. Outreach was defined in such a way that most activities must be done by the four-year segments. Examples of proposed solutions include: (1) the cataloging and description of programs and services directed to underrepresented groups and the dissemination of such information to the other segments for counseling and advising (University and State University); (2) the review and assessment of Community College counselor conferences with respect to their effectiveness in communicating with underrepresented groups about services offered (University and State University); and (3) the review and assessment of the level of communication and coordination between EOP in the University and the State University and EOPS in the Community Colleges.

Additional joint efforts involving the three segments were described in the area of outreach, which centered on clarifying the use of the term "disadvantaged;" identifying "disabled" students who are prospective transfers; requesting statistics on the sex, ethnicity, and physical disability, if any, in successive high school graduating classes; cooperation in preparing, funding, and distributing public service announcements; and, in general, continuing discussions to insure the flow of information and the development of cooperative strategies for regional consortia.

Admissions

In the area of admissions, the University and the State University proposed a total of fifteen actions, and the three segments jointly proposed four. The latter involved changing negative perceptions and misinformation about the climate of their institutions, improving communication and

cooperation within and between the segments, and maintaining an "ethical standard practice" in counseling with respect to what is most beneficial to the student versus the institution. Examples of specific actions which were proposed are: (1) review of publications and admissions/registration procedures in light of the needs of underrepresented groups; (2) consideration of innovative and experimental admission programs, including the more creative use of existing requirements and the review of special action admissions procedures; (3) attention to orientation for transfer students; and (4) encouragement of services such as the College Board's Talent Roster of Outstanding Minority Community College Students.

Financial Aid

Proposals in the area of financial aid centered on efforts to improve the dissemination of consumer-oriented financial aid information to potential transfer students, the elimination of barriers encountered by such students, the use of peer counselors from State University campuses to work with transfer students to obtain financial aid, and, in general, increasing the awareness of potential transfer students concerning the availability of financial aid. Joint efforts included work with the Student Aid Commission, the Postsecondary Education Commission, and the federal government to simplify and standardize application forms and the needs analysis process, and the expansion of outreach programs with respect to obtaining financial aid.

Support Services

Support services for minorities and other disadvantaged students have tended to be centered in EOP/S, some federally funded programs, and, more recently, student affirmative action. In addition to EOP/S, the segments offer support services which may include academic, career/vocational, and personal counseling; programs and services for students with disabilities; women's centers; tutorials and learning skills/assistance centers; child care centers; and health services. The Community Colleges state in the report that they have developed a wider array of support services to meet the needs of all students than have the other segments. Six actions were proposed jointly by the three segments. These dealt with (1)

improving data collection procedures to facilitate the analysis of persistence and performance by the underrepresented groups; (2) extending campus wide the successful special-program approaches to support services; (3) improving counseling and advising for prospective transfer students; (4) securing federal and institutional funding for TRIO programs, if those now in operation are found to be successful; (5) encouraging women to enter fields which have traditionally been dominated by males; and (6) seeking funds to implement plans in the segmental reports on aiding students with disabilities, which were mandated by the Legislature in ACR 201.

FOOTNOTES

1/ California Postsecondary Education Commission, Through the Open Door: A Study of Patterns of Enrollment and Performance in California's Community Colleges, Commission Report 76-1 (Sacramento, February 1976).

2/ _____, Access in a Broader Context: An Analysis of College-Going Rates For Recent High School Graduates (Sacramento, September 1978). See also, College-Going Rates in California: 1978 Update (Sacramento, September 1979).

3/ _____, California Community College Students Who Transfer: A Continuation of "Through The Open Door" (Sacramento, May 1979).

4/ University of California, Beyond High School Graduation: Who Goes To College? A Report on a University of California Survey of the High School Class of '75 (Office of Outreach Services, Systemwide Administration, Berkeley, May 1978).

5/ California Postsecondary Education Commission, 1976 High School Eligibility Study (Sacramento, December 1976).

6/ California Community College Students Who Transfer, op. cit.

7/ Source: The 1977-78 Higher Education General Information Survey (Washington, National Center for Educational Statistics).

8/ California Community College Students Who Transfer, op. cit.

9/ California State University and Colleges, Those Who Stay - Phase II: Student Continuance in the California State University and Colleges, Technical Memorandum Number Eight (Long Beach, Division of Institutional Research, Office of the Chancellor, May 1979).

10/ California Postsecondary Education Commission, Staff Comments on "Increasing the Rate and Retention of Community College Transfers from Underrepresented Groups" (Sacramento, July 9, 1979).

11/ Ibid.

APPENDIX A

Selected Tables From

College-Going Rates in California:
Fall 1978 Update

Report to the Policy Evaluation Committee,
California Postsecondary Education Commission
September 16, 1979

* Flow of Transfer Students From the California Community Colleges to the University of California and the California State University and Colleges (Fall 1978)

* Numbers of Community College Students Who Transferred to the University of California and the California State University and Colleges, 1965-1978, Together With Numbers of First-Time Freshmen

APPENDIX A

Flow of Transfer Students From the California Community Colleges to the University of California and the California State University and Colleges (Fall 1978)

Explanatory Notes

1. California Community College enrollments for Fall 1978 were obtained from an enrollment report submitted annually to the Department of Finance by the Chancellor's Office.

2. Fall 1978 data for the University of California were obtained from an enrollment report submitted by the University to the California Department of Finance.

3. Information for the California State University and Colleges was obtained from Table 9, Undergraduate Transfers from California Community Colleges, Fall 1978, published in the 1978-79 Statistical Report Number 8, "Origin of 1978 Fall Term Enrollments."

APPENDIX A

Flow of Transfer Students From the California Community Colleges to the University of California and the California State University and Colleges (Fall 1978)

Community College District	Total Enrollment for Credit	Number of Transfers to		Nearest CSUC Campus	Percent at Nearest CSUC Campus
		UC	CSUC		
Allan Hancock	7,881	38	189	San Luis Obispo	30%
Antelope Valley	5,420	25	141	Northridge	38
Barstow	1,575	7	40	--	--
Butte	7,052	19	319	Chico	36
Cabrillo	9,177	157	292	San Jose	38
Cerritos	20,523	46	534	Long Beach Fullerton	42 30
Chaffey	10,696	43	336	Pomona	43
Citrus	8,775	44	275	Pomona	47
Coachella Valley	5,350	28	97	--	--
Coast	59,399	323	1 343	Long Beach Fullerton	46 28
Compton	5,321	10	170	Dominguez Hills	49
Contra Costa	31,730	300	887	--	--
El Camino	26,105	152	765	Long Beach Dominguez Hills	45 28
Foothill-DeAnza	32,930	313	1,014	San Jose	52

Community College District	Total Enrollment for Credit	Number of Transfers to		Nearest CSUC Campus	Percent at Nearest CSUC Campus
		UC	CSUC		
Fremont-Newark	6,703	17	203	San Jose Hayward	37% 38
Gavilan	2,386	11	109	--	--
Glendale	7,715	50	306	Northridge Los Angeles	33 31
Grossmont	16,001	88	495	San Diego	81
Hartnell	6,359	30	169	--	--
Imperial Valley	4,659	19	155	Calexico	34
Kern:					
Bakersfield	11,073	42	442	Bakersfield	55
Porterville	2,288	9	85	--	--
Cerro Coso	3,565	5	40	--	--
Lake Tahoe	1,083	0	19	--	--
Lassen	2,590	5	55	--	--
Long Beach	27,353	43	695	Long Beach	74
Los Angeles	122,725	539	3,589	Los Angeles Northridge Dominguez Hills Long Beach	72 -- -- --
Los Rios	39,478	314	1,668	Sacramento	77
Marin	9,933	145	459	San Francisco Sonoma	31 28
Mendocino	2,648	2	59	--	--
Merced	7,743	25	260	Stanislaus	29

Community College District	Total Enrollment for Credit	Number of Transfers to		Nearest CSUC Campus	Percent at Nearest CSUC Campus
		UC	CSUC		
Mira Costa	5,612	29	99	San Diego	66%
Monterey Peninsula	8,194	99	210	--	--
Mt. San Antonio	18,133	38	602	Pomona	45
Mt. San Jacinto	2,545	10	34	--	--
Napa	5,024	36	179	--	--
North Orange	30,500	118	1,257	Fullerton Long Beach	55 21
Palo Verde	489	4	7	--	--
Palomar	13,714	96	385	San Diego	59
Pasadena	18,460	175	642	Los Angeles	43
Peralta	30,287	195	613	Hayward San Francisco	37 33
Rancho Santiago	15,122	57	381	Fullerton	63
Redwoods	8,160	18	246	Humboldt	63
Rio Hondo	11,847	22	326	Fullerton	29
Riverside	13,422	129	359	San Bernardino	33
Saddleback	18,074	93	292	Fullerton	42
San Bernardino	17,827	92	501	San Bernardino	55
San Diego	38,694	179	946	San Diego	83

Community College District	Total Enrollment for Credit	Number of Transfers to		Nearest CSUC Campus	Percent at Nearest CSUC Campus
		UC	CSUC		
San Francisco	24,133	185	915	San Francisco	72%
San Joaquin Delta	15,700	93	532	--	--
San Jose	18,825	28	365	San Jose	78
San Luis Obispo	4,567	23	164	San Luis Obispo	54
San Mateo	30,425	199	980	San Francisco San Jose	37 23
Santa Barbara	7,784	265	256	--	--
Santa Clarita	2,530	18	112	Northridge	71
Santa Monica	17,832	253	454	Northridge	47
Sequoias	7,071	35	298	Fresno	59
Shasta-Tehama-Trinity	9,328	29	224	--	--
Sierra	6,837	53	263	Sacramento	57
Siskiyous	1,761	10	56	--	--
Solano	8,583	59	215	--	--
Sonoma	16,277	100	397	Sonoma	46
South County	17,102	82	511	Hayward	45

Community College District	Total Enrollment for Credit	Number of Transfers to		Nearest CSUC Campus	Percent at Nearest CSUC Campus
		UC	CSUC		
State Center	16,849	51	816	Fresno	81%
Sweetwater	10,590	35	320	San Diego	81
Ventura	25,451	223	650	Northridge Ventura Center	45 --
Victor Valley	2,919	16	64	--	--
West Hills	1,810	9	65	--	--
West Kern	1,010	1	25	--	--
West Valley	19,440	112	712	San Jose	66
Yosemite	11,153	47	456	Stanislaus	43
Yuba	6,850	28	270	--	--
Total	1,047,167	6,193	31,609	--	--

APPENDIX B

Selected Tables From

The December 1978 Reports From the University of California to the California Community Colleges

* Summary of First Year Performance at the University of California for New Students Entering Fall Quarters 1975-76, 1976-77, and 1977-78 (Sample Report, Prepared for Each Community College)

* Summary of First Year Performance at the University of California for New Students Entering Fall Quarters, by Eligibility Status When They Graduated From High School (Sample Report Prepared for Each Community College)

* Scholarship Record of Fall 1977 Community College Entrants for the 1977-78 Academic Year

* Grade-Point Averages of Students at the University of California Classified by Entering Grade-Point Average, 1977-78, Students From Community Colleges Eligible and Ineligible at High School Graduation

REL 7001 SUMMARY OF FIRST YEAR PERFORMANCE AT THE UNIVERSITY OF CALIFORNIA FOR NEW STUDENTS ENTERING FALL QUARTERS

SCHOOL

DISTRICT

		ELIGIBLE FROM HIGH SCHOOL							INELIGIBLE FROM HIGH SCHOOL						
YEAR AND CAMPUS	TOTAL ENTRANTS	TOTAL IN CALC	BELOW C NO.	BELOW C %	B OR ABV NO.	B OR ABV %	GRADE POINT AVERAGE CHGD	GRADE POINT AVERAGE UC	GRADE POINT AVERAGE DIFF	TOTAL IN CALC	BELOW C NO.	BELOW C %	B OR ABV NO	B OR ABV %	GRADE POINT AVERAGE CHGD	GRADE POINT AVERAGE UC	GRADE POINT AVERAGE DIFF
1975-76																	
BERKELEY	27	2	0	00	1	50	3.679	2.971	0.708-	14	5	35	3	21	3.227	2.348	0.879-
DAVIS	5	0	0	00	0	00	0.000	0.000	0.000	3	1	33	1	33	3.308	2.153	1.155-
LOS ANGELES	1	0	0	00	0	00	0.000	0.000	0.000	1	0	00	0	00	3.666	2.947	0.719-
RIVERSIDE	0	0	0	00	0	00	0.000	0.000	0.000	0	0	00	0	00	0.000	0.000	0.000
SAN DIEGO	1	0	0	00	0	00	0.000	0.000	0.000	0	0	00	0	00	0.000	0.000	0.000
SANTA CRUZ	2	0	0	00	0	00	0.000	0.000	0.000	0	0	00	0	00	0.000	0.000	0.000
SANTA BARBARA	2	1	0	00	0	00	3.202	2.104	1.098-	1	0	00	1	100	3.865	3.657	0.208-
IRVINE	0	0	0	00	0	00	0.000	0.000	0.000	0	0	00	0	00	0.000	0.000	0.000
TOTAL	38	3	0	00	1	33	3.436	2.790	0.646-	19	6	31	5	26	3.301	2.438	0.866-
BAD DATA	BERK 000	DAVS 000			L.A. 000		RIV 000		S.D 000	S.C. 001			S.B. 000		IRV 000		
1976-77																	
BERKELEY	39	7	2	28	2	28	3.529	2.469	1.059-	21	1	04	7	33	3.434	2.726	0.708-
DAVIS	2	0	0	00	0	00	0.000	0.000	0.000	0	0	00	0	00	0.000	0.000	0.000
LOS ANGELES	1	0	0	00	0	00	0.000	0.000	0.000	0	0	00	0	00	0.000	0.000	0.000
RIVERSIDE	0	0	0	00	0	00	0.000	0.000	0.000	0	0	00	0	00	0.000	0.000	0.000
SAN DIEGO	1	0	0	00	0	00	0.000	0.000	0.000	1	0	00	0	00	3.361	2.555	0.806-
SANTA CRUZ	0	0	0	00	0	00	0.000	0.000	0.000	0	0	00	0	00	0.000	0.000	0.000
SANTA BARBARA	2	0	0	00	0	00	0.000	0.000	0.000	0	0	00	0	00	0.000	0.000	0.000
IRVINE	0	0	0	00	0	00	0.000	0.000	0.000	0	0	00	0	00	0.000	0.000	0.000
TOTAL	45	7	2	28	2	28	3.529	2.469	1.059-	22	1	04	7	31	3.430	2.718	0.712-
BAD DATA	BERK 000	DAVS 000			L.A. 000		RIV 000		S.D. 000	S.C. 000			S.B. 000		IRV 000		
1977-78																	
BERKELEY	39	4	1	25	2	50	3.489	2.948	0.541-	11	2	18	2	18	3.364	2.595	0.769-
DAVIS	3	2	0	00	1	50	3.701	2.959	0.742-	0	0	00	0	00	0.000	0.000	0.000
LOS ANGELES	3	1	0	00	0	00	3.000	2.345	0.655-	1	0	00	0	00	2.578	2.233	0.345-
RIVERSIDE	0	0	0	00	0	00	0.000	0.000	0.000	0	0	00	0	00	0.000	0.000	0.000
SAN DIEGO	0	0	0	00	0	00	0.000	0.000	0.000	0	0	00	0	00	0.000	0.000	0.000
SANTA CRUZ	1	0	0	00	0	00	0.000	0.000	0.000	0	0	00	0	00	0.000	0.000	0.000
SANTA BARBARA	2	0	0	00	0	00	0.000	0.000	0.000	1	0	00	0	00	3.472	2.983	0.509-
IRVINE	0	0	0	00	0	00	0.000	0.000	0.000	0	0	00	0	00	0.000	0.000	0.000
TOTAL	37	7	1	14	3	42	3.512	2.825	0.687-	13	2	15	2	15	3.321	2.608	0.713-
BAD DATA	BERK 008	DAVS 001			L.A. 000		RIV 000		S.D. 000	S.C. 001			S.B. 000		IRV 000		
FINAL TOTAL	120	17	3	17	6	35	3.505	2.657	0.848-	54	9	16	14	25	3.363	2.599	0.765-

COMMUNITY COLLEG
TRANSFER STUDENTS

REL 7001 SUMMARY OF FIRST YEAR PERFORMANCE AT THE UNIVERSITY OF CALIFORNIA FOR NEW STUDENTS ENTERING FALL QUARTERS

SCHOOL

DISTRICT SAMPLE COMMUNITY COLLEGE

A

YEAR AND CAMPUS	TOTAL ENTRANTS	SPECIAL ACTION	CEEB	BASP	NIT CHGD	NO GP EARNED	WITHDR	TOTAL IN CALC	BELOW C NO.	%	B OR ABV NO.	%	GRADE CHGD	POINT AVERAGE UC	DIFF
1975-76															
BERKELEY	27	8	0	0	1	1	1	16	5	31	4	25	3.272	2.442	0.830-
DAVIS	5	1	0	0	1	0	0	3	1	33	1	33	3.308	2.153	1.155-
LOS ANGELES	1	0	0	0	0	0	0	1	0	00	0	00	3.666	2.947	0.719-
RIVERSIDE	0	0	0	0	0	0	0	0	0	00	0	00	0.000	0.000	0.000
SAN DIEGO	1	0	0	0	1	0	0	0	0	00	0	00	0.000	0.000	0.000
SANTA CRUZ	2	1	0	0	0	0	0	0	0	00	0	00	0.000	0.000	0.000
SANTA BARBARA	3	0	0	0	0	0	0	2	0	00	1	50	3.543	3.041	0.502-
IRVINE	0	0	0	0	0	0	0	0	0	00	0	00	0.000	0.000	0.000
TOTAL	38	10	0	0	3	1	1	22	6	27	6	27	3.323	2.491	0.832-
BAD DATA	BERK 002	DAVS 000	L.A. 000	RIV 000	S.D. 000	S.C. 001	S.B. 000	IRV 000							
1976-77															
BERKELEY	39	9	0	0	1	0	2	28	3	10	9	32	3.454	2.659	0.795-
DAVIS	2	1	0	0	1	0	0	0	0	00	0	00	0.000	0.000	0.000
LOS ANGELES	1	1	0	0	0	0	0	0	0	00	0	00	0.000	0.000	0.000
RIVERSIDE	0	0	0	0	0	0	0	0	0	00	0	00	0.000	0.000	0.000
SAN DIEGO	1	0	0	0	0	0	0	1	0	00	0	00	3.361	2.555	0.806-
SANTA CRUZ	0	0	0	0	0	0	0	0	0	00	0	00	0.000	0.000	0.000
SANTA BARBARA	3	1	0	0	1	0	0	0	0	00	0	00	0.000	0.000	0.000
IRVINE	0	0	0	0	0	0	0	0	0	00	0	00	0.000	0.000	0.000
TOTAL	45	9	0	0	3	0	2	29	3	10	9	31	3.450	2.658	0.794-
BAD DATA	BERK 004	DAVS 000	L.A. 000	RIV 000	S.D. 000	S.C. 000	S.B. 000	IRV 000							
1977-78															
BERKELEY	39	5	0	0	1	1	0	15	3	20	4	26	3.401	2.681	0.720-
DAVIS	3	0	0	0	0	0	0	3	0	00	1	50	3.701	2.959	0.742-
LOS ANGELES	2	0	0	0	0	0	0	2	0	00	0	00	2.693	2.305	0.388-
RIVERSIDE	0	0	0	0	0	0	0	0	0	00	0	00	0.000	0.000	0.000
SAN DIEGO	0	0	0	0	0	0	0	0	0	00	0	00	0.000	0.000	0.000
SANTA CRUZ	1	0	0	0	0	0	0	0	0	00	0	00	0.000	0.000	0.000
SANTA BARBARA	3	1	0	0	0	0	0	1	0	00	0	00	3.472	2.963	0.509-
IRVINE	0	0	0	0	0	0	0	0	0	00	0	00	0.000	0.000	0.000
TOTAL	37	8	0	0	1	1	0	20	3	15	5	25	3.383	2.680	0.703-
BAD DATA	BERK 008	DAVS 001	L.A. 000	RIV 000	S.D. 000	S.C. 001	S.B. 000	IRV 000							

THE UNIVERSITY OF CALIFORNIA
OFFICE OF THE ASSISTANT VICE PRESIDENT
STUDENT ACADEMIC SERVICES
OFFICE OF OUTREACH SERVICES

Scholarship Record of Fall 1977 Community College Entrants for the 1977-78 Academic Year

	Mean Entering Grade Point Average		Mean University Grade Point Average		Mean Differential	
	Eligible	Ineligible	Eligible	Ineligible	Eligible	Ineligible
Berkeley	3.44	3.26	2.97	2.72	-.47	-.54
Davis	3.36	3.16	2.87	2.61	-.49	-.55
Irvine	3.28	3.13	2.95	2.98	-.33	-.15
Los Angeles	3.30	3.02	2.73	2.54	-.57	-.48
Riverside	3.35	3.08	3.09	2.75	-.26	-.33
San Diego	3.35	3.03	2.87	2.52	-.48	-.51
Santa Barbara	3.29	3.05	2.90	2.63	-.39	-.42
Santa Cruz	3.39	3.17				
*Total	3.33	3.10	2.88	2.63	-.47	-.47

*Santa Cruz is not included in total figures.

December 1978

THE UNIVERSITY OF CALIFORNIA
OFFICE OF THE ASSISTANT VICE PRESIDENT
STUDENT ACADEMIC SERVICES

SYSTEMWIDE

Grade Point Averages of Students at the University of California
Classified by Entering G.P.A.
1977-78

Students from Community Colleges Eligible and Ineligible at High School Graduation

U.C. G.P.A.	0.00 - 0.99 No.	0.00 - 0.99 Pct.	1.00 - 1.99 No.	1.00 - 1.99 Pct.	2.00 - 2.99 No.	2.00 - 2.99 Pct.	3.00 - 4.25 No.	3.00 - 4.25 Pct.	Total Group No.	Total Group Pct.
Entering G.P.A.										
1.00 - 1.99										
Eligible	0	.00	0	.00	0	.00	0	.00	0	.00
Ineligible	0	.00	0	.00	0	.00	0	.00	0	.00
Total	0	.00	0	.00	0	.00	0	.00	0	.00
2.00 - 2.25										
Eligible	0	.00	6	31.58	13	68.42	0	.00	19	.91
Ineligible	16	16.00	41	41.00	39	39.00	4	4.00	100	3.91
Total	16	13.45	47	39.50	52	43.70	4	3.36	119	2.56
2.26 - 2.50										
Eligible	8	10.67	18	24.00	43	57.33	6	8.00	75	3.59
Ineligible	14	7.07	88	44.44	91	45.96	5	2.53	198	7.75
Total	22	8.06	106	38.83	134	49.08	11	4.03	273	5.88
2.51 - 2.75										
Eligible	5	3.91	30	23.44	85	66.41	8	6.25	128	6.12
Ineligible	9	2.59	87	25.00	221	63.51	31	8.91	348	13.62
Total	14	2.94	117	24.58	306	64.29	39	8.19	476	10.25
2.76 - 3.00										
Eligible	2	.76	50	18.94	177	67.05	35	13.26	264	12.63
Ineligible	13	2.88	93	20.62	287	63.64	58	12.86	451	17.64
Total	15	2.10	143	20.00	464	64.90	93	13.01	715	15.39
3.01 - 3.25										
Eligible	4	1.04	42	10.97	247	64.49	90	23.50	383	18.33
Ineligible	8	1.76	75	16.48	281	61.76	91	20.00	455	17.80
Total	12	1.43	117	13.96	528	63.01	181	21.60	838	18.04
3.26 - 3.50										
Eligible	1	.25	20	4.91	207	50.86	179	43.98	407	19.47
Ineligible	7	1.56	41	9.13	223	49.67	178	39.64	449	17.57
Total	8	.93	61	7.13	430	50.23	357	41.71	856	18.42
3.51 - 3.75										
Eligible	3	.69	10	2.29	157	36.01	266	61.01	436	20.86
Ineligible	2	.61	7	2.14	141	43.12	177	54.13	327	12.79
Total	5	.66	17	2.23	298	39.06	443	58.06	763	16.42
3.76 - 4.25										
Eligible	0	.00	5	1.32	67	17.72	306	80.95	378	18.09
Ineligible	0	.00	2	.88	45	19.74	181	79.39	228	8.92
Total	0	.00	7	1.16	112	18.48	487	80.36	606	13.04
Total Group										
Eligible	23	1.10	181	8.66	996	47.66	890	42.58	2090	100.00
Ineligible	69	2.70	434	16.98	1328	51.96	725	28.36	2556	100.00
Total	92	1.98	615	13.24	2324	50.02	1615	34.76	4646	100.00

APPENDIX C

Selected Tables From

THOSE WHO STAY - PHASE II,
STUDENT CONTINUANCE IN
THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

Technical Memorandum Number Eight, May 1979
Division of Institutional Research
Office of the Chancellor
The California State University and Colleges

Table 1. Continuation Rates of Fall 1973 CSUC First-Time Freshmen for Successive Fall Terms

Table 4. Five-Year Graduation Rates of Fall 1973 CSUC First-Time Freshmen by CSUC Campus

Table 12. Continuation Rates of Fall 1975 CSUC Undergraduate Transfers from California Community Colleges, for Successive Fall Terms

Table 13. Three-Year Graduation Rates of Fall 1975 CSUC Undergraduate Transfers by CSUC Campus

Table 21. Comparison of Graduation Rates of "Native" and "Transfer" Students

TABLE 1

CONTINUATION RATES OF FALL 1973 CSUC FIRST-TIME FRESHMEN
FOR SUCCESSIVE FALL TERMS

Campus of First Attendance	Enrolled Fall 1973	At Same Campus					Within The System				
		1974	1975	1976	1977	1978	1974	1975	1976	1977	1978
Bakersfield	239	.686	.423	.360	.209	.117	.728	.539	.468	.322	.175
Chico	1,364	.758	.583	.488	.302	.104	.790	.645	.570	.384	.156
Dominguez Hills	331	.659	.474	.372	.269	.109	.700	.549	.441	.335	.178
Fresno	1,187	.731	.603	.511	.352	.186	.754	.648	.562	.403	.217
Fullerton	1,507	.728	.564	.471	.348	.165	.758	.629	.551	.417	.216
Hayward	1,090	.619	.451	.372	.236	.122	.648	.515	.455	.323	.177
Humboldt	896	.694	.498	.402	.319	.124	.732	.574	.510	.416	.195
Long Beach	2,259	.698	.553	.481	.370	.186	.721	.590	.529	.427	.231
Los Angeles	1,069	.725	.532	.443	.349	.242	.746	.572	.485	.386	.265
Northridge	2,320	.705	.545	.463	.362	.202	.736	.588	.516	.421	.244
Pomona*	(1,094)	–	–	–	–	–	–	–	–	–	–
Sacramento	1,037	.690	.530	.458	.325	.163	.711	.579	.508	.366	.197
San Bernardino	211	.559	.379	.318	.204	.085	.611	.454	.426	.308	.165
San Diego	2,566	.746	.552	.479	.344	.172	.768	.604	.551	.414	.220
San Francisco	1,366	.743	.545	.456	.322	.176	.774	.597	.506	.367	.208
San Jose	2,128	.657	.513	.459	.323	.154	.675	.553	.508	.373	.186
San Luis Obispo	1,923	.759	.618	.555	.332	.111	.783	.674	.615	.403	.165
Sonoma	418	.577	.328	.239	.153	.081	.617	.418	.361	.277	.174
Stanislaus	156	.639	.387	.335	.168	.084	.677	.496	.451	.264	.148
Systemwide	22,066	.708	.540	.461	.326	.160	.735	.593	.526	.391	.206

*Students not identified by Social Security Number in Fall 1973. Campus data not included in totals.

TABLE 4

FIVE-YEAR GRADUATION RATES OF FALL 1973
CSUC FIRST-TIME FRESHMEN BY CSUC CAMPUS

Campus of First Attendance	Enrolled Fall 1973	Graduated At Same Campus		Graduated At Other Campus		Rate All Campuses
		Number	Rate	Number	Rate	
Bakersfield	239	62	.259	12	.050	.310
Chico	1,364	510	.374	54	.040	.413
Dominguez Hills	331	62	.187	14	.042	.230
Fresno	1,187	413	.348	34	.029	.377
Fullerton	1,507	431	.286	54	.036	.322
Hayward	1,090	228	.209	46	.042	.251
Humboldt	896	207	.231	48	.054	.285
Long Beach	2,259	586	.259	47	.021	.280
Los Angeles	1,069	145	.136	14	.013	.149
Northridge	2,320	517	.223	65	.028	.251
Pomona*	(1,094)	–	–	–	–	–
Sacramento	1,037	266	.257	25	.024	.281
San Bernardino	211	48	.227	9	.043	.270
San Diego	2,566	680	.265	86	.034	.299
San Francisco	1,366	360	.264	28	.020	.284
San Jose	2,128	574	.270	52	.024	.294
San Luis Obispo	1,923	652	.339	65	.034	.373
Sonoma	418	66	.158	27	.065	.222
Stanislaus	155	38	.245	9	.058	.303
Systemwide	22,066	5,845	.265	689	.031	.296

*Students not identified by Social Security Number in 1973. Campus data not included in totals.

Note: Graduation rates may not add horizontally to total due to independent rounding.

TABLE 12

CONTINUATION RATES OF FALL 1975 CSUC UNDERGRADUATE TRANSFERS
FROM CALIFORNIA COMMUNITY COLLEGES,
FOR SUCCESSIVE FALL TERMS

Campus of First Attendance	Enrolled Fall 1975	At Same Campus			Within The System		
		1976	1977	1978	1976	1977	1978
Bakersfield	376	.559	.324	.181	.601	.378	.218
Chico	2,046	.687	.453	.205	.739	.529	.261
Dominguez Hills	1,124	.659	.431	.214	.693	.474	.244
Fresno	1,822	.722	.490	.237	.741	.528	.267
Fullerton	2,599	.679	.437	.225	.709	.476	.259
Hayward	1,078	.576	.353	.152	.609	.410	.199
Humboldt	833	.677	.501	.236	.731	.565	.294
Long Beach	3,796	.678	.466	.254	.709	.508	.291
Los Angeles	2,042	.637	.427	.257	.656	.455	.286
Northridge	2,550	.680	.473	.241	.704	.502	.271
Pomona	1,583	.663	.455	.226	.701	.505	.263
Sacramento	2,775	.673	.436	.207	.705	.474	.240
San Bernardino	646	.551	.339	.166	.604	.389	.204
San Diego	3,352	.704	.478	.240	.753	.537	.285
Calexico Center	79	.684	.506	.278	.696	.519	.316
San Francisco	2,803	.666	.425	.203	.698	.463	.235
San Jose	3,100	.674	.437	.198	.698	.464	.223
San Luis Obispo	1,405	.752	.564	.234	.805	.621	.283
Sonoma	964	.618	.326	.157	.649	.368	.201
Stanislaus	554	.567	.357	.164	.593	.412	.193
Systemwide	35,527	.671	.446	.220	.705	.490	.257

TABLE 13

THREE-YEAR GRADUATION RATES OF FALL 1975 CSUC UNDERGRADUATE TRANSFERS BY CSUC CAMPUS

Campus of First Attendance	Enrolled Fall 1975	Graduated At Same Campus		Graduated At Other Campus		Rate All Campuses
		Number	Rate	Number	Rate	
Bakersfield	376	110	.293	5	.013	.306
Chico	2,046	781	.382	51	.025	.407
Dominguez Hills	1,124	360	.320	8	.007	.327
Fresno	1,822	728	.400	14	.008	.407
Fullerton	2,599	876	.337	31	.012	.349
Hayward	1,078	278	.258	13	.012	.270
Humboldt	833	293	.352	19	.023	.375
Long Beach	3,796	1,211	.319	44	.012	.331
Los Angeles	2,042	480	.235	12	.006	.241
Northridge	2,550	794	.311	29	.011	.323
Pomona	1,583	382	.241	13	.008	.250
Sacramento	2,775	921	.332	42	.015	.347
San Bernardino	646	199	.308	16	.025	.333
San Diego	3,352	1,135	.339	76	.023	.361
Calexico Center	79	22	.278	0	.000	.278
San Francisco	2,803	905	.323	33	.012	.335
San Jose	3,100	1,125	.363	47	.015	.378
San Luis Obispo	1,405	471	.335	35	.025	.360
Sonoma	964	350	.363	15	.016	.379
Stanislaus	554	182	.329	10	.018	.347
Consortium	0	0	.000	0	.000	.000
Systemwide	35,527	11,603	.327	513	.014	.341

Note: Graduation rates may not add horizontally due to independent rounding.

COMPARISON OF "NATIVE" AND "TRANSFER" STUDENTS

In order to compare graduation rates of "native" and "transfer" students, samples were selected from the two study groups. The Fall 1973 first-time freshmen ("native") who graduated from high school in 1973 and were in attendance at a CSUC campus in Fall 1975 were compared with California Community College transfers who had graduated from high school in 1973 and transferred to CSUC in Fall 1975. The graduation rates for these students, within five years after graduation from high school, were .468 for "transfer" students and .499 for "native" students.

FIGURE L: GRADUATION RATES OF "NATIVE" AND "TRANSFER" STUDENTS

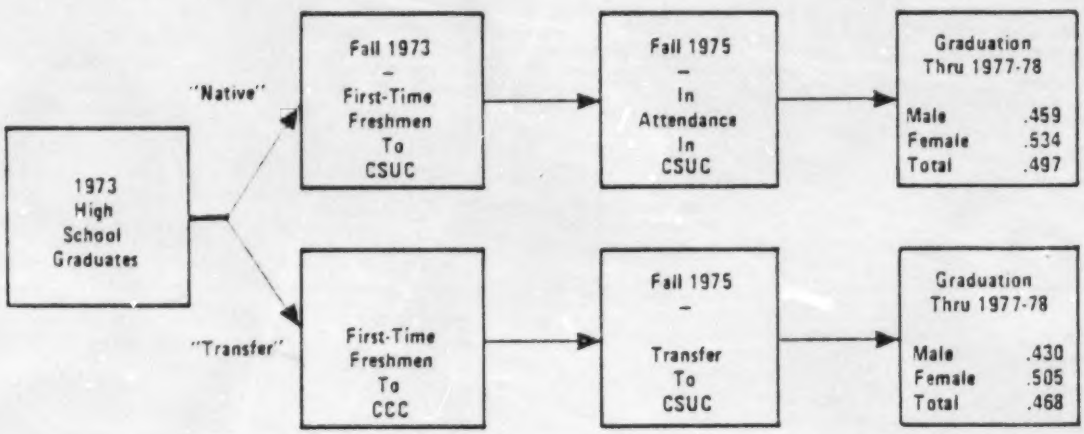


TABLE 21

COMPARISON OF GRADUATION RATES OF "NATIVE" AND "TRANSFER" STUDENTS

	Enrolled Fall 1975	Graduation Rates Through 1977-78
Native Students*		
Male	6,074	.459
Female	7,016	.534
Total	13,090	.499
Transfers*		
Male	3,070	.430
Female	3,043	.505
Total	6,113	.468

*Fall 1973 first-time freshmen in attendance Fall 1975.
*Fall 1975 CCC transfers who graduated from high school in 1973.

APPENDIX D

* The California State University and Colleges First-Time Student Performance Report--Undergraduate Transfers (Proposed Format)

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

FIRST TIME STUDENT PERFORMANCE REPORT -- UNDERGRADUATE TRANSFERS

SAMPLE

INSTITUTION: _____

CSUC Campus	Total Transfers Enrolled	Number Admitted on Exception	Number Admitted by Regular Standards	Number Regular Admits Enrolled One Yr. Later	Average Transfer GPA	Average SCU at CSUC	Number with No GPA Reported	DISTRIBUTION OF CONTINUING STUDENTS BY CAMPUS GPA INTERVAL						Average First Year Campus GPA	Differential Between Transfer GPA Campus GPA	COMPARATIVE GPAs			
								0.01-1.49	1.50-1.99	2.00-2.49	2.50-2.99	3.00-3.49	3.50-4.00			All CCC Transfers	All UG Transfers	All CSUC Natives	All Students
Bakersfield	0	0	0	0	-	-	-	-	-	-	-	-	-	-	-	2.66	2.66	2.64	2.65
Chico	19	2	17	11	3.28	16.27	0	0	1	3	1	3	3	2.96	.32	2.73	2.77	2.79	2.77
Dominguez Hills	0	0	0	0	0	-	-	-	-	-	-	-	-	-	-	2.81	2.85	2.75	2.83
Fresno	7	1	6	4	2.97	13.75	0	0	0	1	0	2	1	3.17	+0.20	2.72	2.76	2.81	2.78
Fullerton	450	25	434	305	2.93	11.82	4	8	26	66	78	76	47	2.75	-0.18	2.71	2.72	2.78	2.74
Hayward	1	0	1	0	-	-	-	-	-	-	-	-	-	-	-	2.67	2.71	2.66	2.69
Humboldt	17	1	16	10	3.25	13.90	0	0	1	3	1	3	2	2.89	-0.36	2.81	2.85	2.86	2.85
Long Beach	110	3	107	70	3.02	12.93	1	0	4	13	18	20	14	2.91	-0.11	2.78	2.81	2.71	2.77
Los Angeles	8	4	4	3	2.91	14.66	0	0	0	0	2	1	0	2.90	-0.01	2.47	2.48	2.48	2.48
Northridge	5	1	4	2	3.34	14.00	0	0	0	1	0	0	1	2.98	-0.36	2.67	2.71	2.70	2.70
Pomona	68	11	57	42	3.08	13.05	0	0	1	11	16	11	3	2.75	-0.33	2.57	2.61	2.61	2.61
Sacramento	4	0	4	4	3.13	17.50	0	0	0	0	0	1	3	3.71	+0.58	2.82	2.84	2.89	2.85
San Bernardino	0	0	0	0	-	-	-	-	-	-	-	-	-	-	-	2.69	2.72	2.61	2.69
San Diego	26	0	26	19	2.94	13.58	1	0	5	2	5	3	3	2.69	-0.25	2.64	2.69	2.67	2.68
Calexico Center	0	0	0	0	-	-	-	-	-	-	-	-	-	-	-	2.62	2.63	-	2.63
San Francisco	0	0	0	0	-	-	-	-	-	-	-	-	-	-	-	2.74	2.81	2.74	2.79
San Jose	13	0	13	6	3.03	12.50	0	0	0	2	3	1	0	2.71	-0.32	2.73	2.82	2.70	2.76
San Luis Obispo	12	2	10	7	3.11	16.42	0	0	0	1	2	4	0	2.93	+0.03	2.73	2.76	2.77	2.76
Sonoma	1	0	1	1	3.04	8.00	0	0	0	0	0	1	0	3.93	+0.89	3.10	3.13	2.98	3.10
Stanislaus	0	0	0	0	-	-	-	-	-	-	-	-	-	-	-	2.87	2.89	2.76	2.86
System Totals	750	50	700	483	2.90	12.45	6	8	38	103	126	125	77	2.79	-0.11	2.71	2.74	2.72	2.73

D-1

APPENDIX E

Letter from the Association of Independent California Colleges and Universities

on

The Independent Campuses and the Community College Transfer Students: Policy, Practices, and Patterns

AICCU
ASSOCIATION OF INDEPENDENT CALIFORNIA COLLEGES AND UNIVERSITIES
17 BROOKHOLLOW DRIVE · SANTA ANA CALIFORNIA 92705 · TELEPHONE (714) 546-7770

5 December 1979

TO: Dorothy M. Knoell
California Postsecondary Education Commission

FROM: John R. Thelin
Assistant Director, AICCU

RE:

The Independent Campuses and the Community College Transfer Students: Policy, Practices, and Patterns

The AICCU Research Staff has prepared and submitted this summary report to the CPEC Task Force on Admissions and Articulation to demonstrate the independent college and university segment's concern and involvement with increasing the rate and retention of community college transfer students. Our report attempts to provide information in two areas:

* Published and public statements of policy toward community college transfers which have been distributed by AICCU and by its member institutions.

* Data which contributes to analysis of the extent to which the publications and policy statements are being pursued and fulfilled.

Together, these two areas enable statewide planning in higher education to gauge the size and significance of the independent campuses in articulation -- and to identify better both problems and solution strategies. Specifically, we have investigated and prepared the data with the following questions in mind:

* Significance: To what extent have the independent campuses played a numerically important role in community college transfer patterns?

* Accomodation: How many spaces (and what percentage of total undergraduate spaces) have AICCU institutions provided for prospective community college transfer students?

* Access: Have the independent campuses encouraged community college transfer applicants, with special attention to the needs and questions which these students bring to the four-year institution? In other words, have the independent campuses gone beyond merely "making space available" toward comprehensive provision for attracting, informing, and admitting the community college students?

* Attractiveness: Given the above efforts made by the independent campuses, to what extent have the curricula, programs, and educational opportunities offered by the campuses been perceived (and accepted) by the community college transfer students as worthwhile and realistic?

Since AICCU is not a system, it is neither possible nor proper to posit a single set of standards by which the AICCU member institutions appraise transcripts and educational records presented by community college transfer students. We do find, however, that the 56 member institutions do share a general commitment to encouraging applications from community college transfer students. For example, each year AICCU publishes and distributes an elaborate informational brochure designed especially for the community college transfer student. Attached for the Task Force's perusal is a sample copy of <u>When It's Time to Transfer. . . Consider Going Independent</u>. According to the AICCU Publications staff, copies of the brochure were distributed as follows:

> 20,000 brochures were printed and distributed in 1978. The Counseling Office and Career Center at each California Community College were sent cover letters with invitation and instruction for ordering copies, <u>gratus</u>.

Furthermore, the AICCU Counselor's Directory and Handbook has been sent to community colleges throughout the state. Both the student brochure and the counselor's directory provide information on specific campuses and on programs, financial aid, deadlines which are of general interest.

Directors of Admissions at AICCU member institutions report that participation in and representation at College Fairs and College Days sponsored by community colleges are regular and recurrent parts of the admissions staff activities.

A review of admissions offices and practices in the AICCU Directory indicates that each four-year undergraduate college does have provision for accepting applications from community college transfers -- either at the same time that applications from high school seniors are received, or, in some cases, Directors of Admissions have added times throughout the year when transfer applications are considered.

Community College transfer students constitute a significant part of the undergraduate enrollment within AICCU institutions. Our survey of 39 independent colleges and universities which offer the bachelor's degree includes the following data for Fall 1978:

* 8,066 community college transfer students enrolled at AICCU campuses

How significant is this figure? During the same academic period, the 39 AICCU institutions enrolled 15,266 students. Hence, in a given academic year, community college transfer students represented more than one-third of all undergraduates who enrolled for the first time in California's independent campuses.

We know of no benchmark which signifies wholly sound policy or practice in an undergraduate college's mix of enrollees from secondary school and from community college transfers. However, if one assumes that parity achieves balance, a ratio of community college transfers enrolled to first time freshmen enrolled does provide a useful index; i.e., a campus which enrolled the same number of community college transfers as it enrolls freshmen from secondary school would have an index of 1.0. Using this indicator, our survey reveals the following configurations:

* Over 75% of the AICCU institutions have an index of 0.25 or better

* Over 45% of the AICCU institutions have an index of 0.50 or better

* Over 19% of the AICCU institutions have an index of 0.75 or better

* Over 16% of the AICCU institutions have an index of 0.90 or better

* The index for all AICCU institutions surveyed is 0.53

Enrollment figures reveal only part of the complex process of student choice and institutional attraction. By looking at the application and admissions figures which accompany the 8,066 community college transfers who enrolled at the independent campuses we can obtain increasingly sophisticated analyses of the multiple step process in college choice and college attendance.

Survey data suggests that AICCU institutions succeeded in attracting applications from community college transfer students, and that these applicants qualified for admission at a high rate. Specifically, 18,812 community college transfer students applied for admission; from that applicant pool, 13,800 were ofered admission, and 8,066 accepted the offer. Translated into percentages, almost 75% of the community college transfers who applied to AICCU campuses were granted admission; and, almost 60% chose to enroll. Clearly, this demonstrates a good match between institutions and individuals. We do not discern any syndrome whereby community college transfer applicants are given false hopes or unrealistic counsel; i.e., those who have chosen to apply usually are offered admission, and usually choose to enroll.

The aggregate data masks a number of interesting and important campus case studies. Mills College, a liberal arts college for women in Oakland, indicates the accessibility which the four-year independent campus holds for California's community college transfer students. Mills College received applications from 200 community college transfer students; 160 were offered admission, and 110 chose to enroll. This was an application/ admission yield of 0.80 and an admission/ enrollment yield of 0.69. And, Mills College's entering freshman class was 190 -- suggesting admirable balance and mix in institutional composition.

In many cases, a community college transfer applicant stands a better chance of gaining admission to a college than does a secondary school senior who applies for freshman admission. At Pomona College, for example, 47% of applicants for freshman admission were offered admission; during the same year, 49% of the community college transfer applicants were offered admission. A similar pattern emerges in the data for the University of Southern California where 5 % of the freshman applicants were admitted and 56% of the community college transfer students who applied were admitted.

As suggested by the index summaries presented on page 3, a number of AICCU member institutions have exceptionally high numbers and percentages of students who transferred from community colleges. Golden Gate University in San Francisco enrolled 55 freshmen last year, while enrolling 311 community college transfer students. This is an index of 5.65.

These summaries and inventories offer a positive and encouraging preliminary answer to the questions of access, accomodation, and attractiveness which the independent four-year campuses hold for those students at California's community colleges who wish to pursue the bachelor's degree. One area to which we would like to bring your research and your discussion is that of information and counsel which community college transfer students receive while enrolled at the community college; i.e., do these students receive sufficient information and advice concerning the independent colleges as an option? Are the advising and counsel staffs at California's community colleges aware of and supportive of the diverse and sound educational programs available to their advisees and counselees? Cooperation at this crucial juncture will be integral to increasing the rate of transfer from the community college to the independent four-year campus.

APPENDIX F

Numbers of Community College Students Who Transferred to the University of California and the California State University and Colleges, 1965-1978, Together With Numbers of First-Time Freshmen

Explanatory Notes

1. Information about numbers of first-time freshmen and transfer students in the State University was obtained from the most recent California State University and Colleges Statistical Abstract (July 1978) and Report 8 of the 1978-79 Statistical Report of the State University, "Origin of 1978 Fall Term Enrollments."

2. Similar information for University of California students through Fall 1973 was obtained from these same sources. Information for subsequent years was obtained from University internal reports and worksheets, except for 1977 and 1978 transfer student data which were obtained from reports submitted by the University to the California Department of Finance.

APPENDIX F

Numbers of Community College Students Who Transferred to the University of California and the California State University and Colleges, 1965-1978, Together With Numbers of First-Time Freshmen from California High Schools

Year	Community College Transfer Students			First-Time Freshmen Fall Term Only	
	Fall Term		Full Year CSUC		
	UC	CSUC		UC	CSUC*
1965	2,948	14,603	--	--	14,023
1966	3,761	19,295	--	12,341	15,574
1967	3,702	22,059	--	13,072	16,082
1968	3,785	26,396	--	11,665	18,844
1969	4,458	28,207	43,963	12,066	17,539
1970	5,166	29,059	49,245	13,233	18,984
1971	6,154	32,546	52,989	13,637	19,306
1972	7,165	34,619	53,820	14,358	22,094
1973	8,193	33,089	51,335	15,011	22,210
1974	7,813	32,646	51,144	14,915	22,886
1975	8,002	35,537	52,917	15,460	23,239
1976	7,123	32,653	51,230	14,935	23,498
1977	6,392	34,001	51,159	14,820	23,867
1978	6,193	31,609	--	15,850	24,668

*Fall statistics represent about 90% of first-time freshmen who enter during the full year.

DEC 10 1982

ERIC Clearinghouse for Junior Colleges